

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**LOSS AND CRISIS INTERVENTION
SWK 6693
SUMMER 2017
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COURSE DESCRIPTION

Loss and Crisis Intervention is an elective course that discusses the experience of loss across the life cycle and it is broadly defined. Loss is a life event that everyone experiences on some level. Loss presents itself in many forms, it does not necessarily mean losing a loved one nor is it necessarily traumatic. This is not a course on trauma, it is a course designed to help the student understand the difference between a traumatic loss and a life event that may become traumatic without early intervention.

This course will focus on the experience of loss that is not traumatic, however may become traumatic without crisis intervention. Crisis intervention is the model of practice to use in helping those who experience loss to manage the experience in a way that will prevent it from becoming a trauma. Loss can include but is not limited to loss of a job, a move, transitioning to a new stage of life, divorce, a medical diagnosis, incarceration, and addiction. Loss can also be classified as ambiguous and/or disenfranchised.

Teaching methods will include lecture, films and class exercises. Both first and second year students are allowed to register for this course.

I. COURSE COMPETENCY OUTCOMES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of otherprofessions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Social workers demonstrate

professional demeanor in behavior; appearance; and oral, written, and electronic communication. Social workers use technology ethically and appropriately to facilitate practice outcomes and social workers use supervision and consultation to guide professional judgment and behavior.

Competency2 engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization and alienation as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political and cultural exclusions may oppress, marginalize, alienate or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences and social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers use practice experience and theory to inform scientific inquiry and research. Social workers apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and social workers use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.

Competency 8: Interventions with Individuals, Families, Groups and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work with, and on behalf of, diverse individuals, families, groups, organizations and communities.

II. INSTRUCTIONAL METHODS

This class is taught with didactic lectures, class discussion, presentations, class exercises such as role plays. Required readings are available in the required text and websites as listed on the syllabus.

Required text and Websites

James, R. K & Gilliland, B. E. (2012). *Crisis intervention strategies* (7th ed.) Belmont, CA: Cengage Learning. (ISBN-13: 978-1111186777 ISBN-10: 1111186774)

Websites

Childhood Traumatic Grief (CTG) – Online Training

<http://ctg.musc.edu>

Cognitive Processing Therapy (CPT) – Online Training

<https://cpt.musc.edu/index>

National Childhood Traumatic Stress Network (NCTSN) - Website

http://www.nctsnet.org/nav.do?pid=hom_main

Psychological First Aid – Online Training

<http://learn.nctsn.org/course/category.php?id=11>

Substance Abuse and Mental Health Services Administration (SAMHSA) – Website

<http://www.samhsa.gov>

Trauma-Focused Cognitive Behavior Therapy (TF-CBT) – Online Training

<http://tfcbt.musc.edu>

Trauma Psychology under the APA

<http://www.apatraumadivision.org/>

American Red Cross

<http://www.redcross.org/> <http://www.nyredcross.org/>

NY Department of Health & Mental Hygiene – Crisis Intervention

<http://www.nyc.gov/html/doh/html/cis/cis.shtml>

NY Department of Health & Mental Hygiene – Medical Reserve Corp

<http://home2.nyc.gov/html/doh/html/em/mrc.shtml>

NAMI Crisis Intervention Team

<http://www.nami.org/Template.cfm?Section=CIT2>

III. COURSE EXPECTATIONS AND GRADING

All students are expected to complete assigned readings and to be prepared for critical discussions in class. Although you will not be tested on the readings directly you will be evaluated on your ability to follow the lecture and participate in class discussions. Read with a critical and open mind, allowing yourself and other theories to be challenged and supported.

The following factors are included in grading: class attendance, class participation, written assignments and class presentations. Points will be given for each and then summed for a final grade. Specific scales will be given in a handout in class.

IV. COURSE REQUIREMENTS

A. Written Reviews of Articles and/or Resources

You will choose 3 peer reviewed professional articles and 3 resources related to various lecture topics; write a 2 page review. In addition choose either 2 additional resources or 2 additional articles. In total, you are writing 8 reviews.

Read the articles; include in the review author, title, date of publication, journal name. Very briefly summarize the article; critically review the article giving pros and cons, negative and positive aspects of the article and importance of the article in understanding the content and context of the related topic.

Resource: include the name of the resource or site. Define the nature of the resource, discuss the pros and cons of the resource.

Reviews should not be more than 2 pages. Please use APA 6 style of writing and citing. Due dates will be given in class in a handout.

B. Final Written Assignment/Presentation

Research Paper (15 pages)

- Students will prepare a 15 page APA referenced paper (not including title, abstract, or reference pages,) addressing issues surrounding Crisis Intervention. Topics are to be chosen from the list below.
 - All research topics are to be approved by the professor in advance.
- Your paper must include a minimum of eight references from peer-reviewed journals, each of which should be critically examined in the body of the paper and appropriately cited.
 - These are to be primary citations, that is, you must directly read the article, not reference it "as cited in" another article.
- Students will also give a short (7-10 minute) presentation of their research to the class
 - This presentation should include a meaningful handout for each class member.
 - Presentations will be scheduled during the final 2 class sessions.

Potential Topics: (also consider focusing on a specific age, gender, specific loss or community of interest):

- | | |
|--|--|
| <ul style="list-style-type: none">• Suicide• PTSD symptoms• PTSD treatment• Multicultural issues in Crisis Intervention | <ul style="list-style-type: none">• relationship violence including stalking• sexual assault (as adult or child)• hate crimes• Emergency medicine and public safety |
|--|--|

- role of spirituality in adjustment to trauma
- Complicated grief
- Caregiver fatigue
- Caregiver grief
- Current trends in victimology
- Survivor/victim issues
- Assessment for trauma and its impact
- Intervention and treatment outcome studies
- Impact of trauma on early childhood
- intervention models
- DSM-IV-TR diagnosis categories and related issues
- Disaster response (agencies and models)
- School-based response models
- Role and efficacy of community/national hot line services
- The neuropsychological response to trauma/current trends in research

GUIDE TO WRITE THE FINAL PAPER

As this is a guide, you may answer all or some of the questions. These are areas to think about in developing your conceptualizations.

Consider & Respond to the following:

- Any changes you have experienced in your sense of self and your values over the course of the semester. For example – are there any changes in how you think about yourself and clients and the experience of loss since you first began this class?
- Areas of consideration:* (this is not all inclusive & you should examine course description & competencies for ideas on how you might evaluate yourself & your research for this assignment).
- Has your understanding of loss and crisis intervention evolved? Changed? Stayed the same? Be specific.
 - Do you loss as a life experience and possible trauma in general with a different lens or understand them differentially?
 - What about Trauma, risk, resilience? Has your understanding of these concepts broadened or changed?
 - What about the impact of the various systems of the ecological perspective – do you have a different understanding of them than previously?
 - What about the nature of self and all that contributes to development? Has any of what we have read/discussed influenced your understanding of the nature of self? Be specific, what and how?
 - Think about crisis, struggle, change, conflicts, risks & opportunities in the environment . . . has your understanding and sensibility about any of these been impacted?
 - How about the individual experience and the wider system forces in terms of development and functioning? Any shifts in thinking or understanding about how they impact one another?
- Identify a particular human behavior theory or perspective in addition to crisis intervention that has been discussed in class or readings that you are partial to? (1) How did this theory contribute to your understanding of clients or change your understanding of clients? (2) How did this theoretical perspective challenge your

personal and/or professional values? Be specific. (3) How was the perspective helpful to you in managing value conflicts? (4) How was the perspective helpful to you in making ethical decisions based on the NASW Code of ethics?

- The evaluation of your research paper will consider:
 1. Your understanding of the material you have chosen to research and respond to in depth and breadth.
 2. Demonstrated understanding of multiple forces that distinctly impact individual development and functioning during an experience of loss.
 3. The connection you make between material (discussion & readings) and work with clients (individual, group or community) using crisis intervention models and other theoretical perspectives.
 4. Demonstrated self-awareness & ability to take-in others in terms of point of view and perspective.
 5. How well you were able to present your ideas in written form.

All students must complete ALL class assignments, written reviews, presentation and final papers, as well as class participation to receive a passing grade for the course. DO NOT make last minute requests for special accommodations for completion of work; if accommodations are necessary this must be thoroughly discussed with the professor with sufficient time to explore options and for the professor to plan.

V. COURSE OUTLINE

Specific due dates for readings will be given in class as a handout.

UNIT I. Orientation & Introduction to Course. Approaching Crisis Intervention, Culturally Effective Helping

Required Reading: James, R.K., & Gilliland, B. E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapters 1 & 2.**

UNIT II: Intervention and Assessment Models:

Required Reading: James, R.K., & Gilliland, B.E. (2012). *Crisis Intervention Strategies* (7th edition). Belmont, CA: Cengage Learning. **Chapter 3.**

UNIT III: Tools of the Trade:

Required Reading: James, R.K. & Gilliland, B.E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapter 4.**

UNIT IV: Crisis Case Handling: Telephone & On-line Crisis Counseling

Required Reading: James, R. K. & Gilliland, B.E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapters 5 & 6.**

UNIT V: Post-Traumatic Stress Disorder

Required Reading: James, R. K. & Gilliland, B.E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapter 7.**

UNIT VI: Crisis of Lethality

Required Reading: James, R.K. & Gilliland, B.E. (2010). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapter 8.**

UNIT VII: Sexual Assault; Partner Violence

Required Reading: James, R. K. & Gilliland, B. E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapter 9 & 10.**

UNIT VIII: Addictions

Required Reading: James, R. K. & Gilliland, B.E. (2012). *Crisis Intervention Strategies*. (7th Edition). Belmont, CA: Cengage Learning. **Chapter 11.**

UNIT IX: Personal Loss, Bereavement and Grief

Required Reading: James, R.K. & Gilliland, B.E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapter 12.**

UNIT X: Crisis in Schools

Required Reading: James, R.K. & Gilliland, B.E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapter 13.**

UNIT XI: Human Service Workers in Crisis

Required Reading: James, R.K. & Gilliland, B.E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapters 14 & 15.**

UNIT XII: Disaster Response: Disaster Preparedness

Required Reading: James, R.K. & Gilliland, B.E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapter 17.**

UNIT XIII: Compassion Fatigue-Workshop (Develop Self-care Plan).

UNIT XIV: Ways to get Involved

Required Reading: James, R.K. & Gilliland, B.E. (2012). *Crisis Intervention Strategies* (7th Edition). Belmont, CA: Cengage Learning. **Chapter 16.**

VI. PLAGIARISM

The school will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own is stealing from the authors or persons who did the original thinking or writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use ideas and /or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized

any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

VII. HIPAA ALERT

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be masked so that the person cannot be readily identified. This means that any information that would allow the person to be identified must be changed or eliminated. . This may include name, date of birth, any information unique to the individual that would allow for identification including diagnosis, race, ethnicity or gender. Information such as race, ethnicity, gender and diagnosis may be included if it will not allow for identification.

VIII. CONFIDENTIALITY

Given the nature of class discussion and the presentation of case material, as well as personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. **WHAT IS SHARED IN CLASS REMAINS IN CLASS**

IX. STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting **documented disability-related accommodations** must make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, *rkohn1@yu.edu*, Abby Kelsen, Wilf Campus, 646-685-0118, *akelsen@yu.edu*, during the first week of class. All documentations for possible accommodation must be submitted to the professor by the **third** class. **All possible accommodations must be discussed and negotiated with the individual professor; specific accommodations are not automatic.**

X. E-RES (Electronic Reserve)

eReserve is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I Use E-RES?

1. Go to library's online resources page: www.yu.edu/libraries,
2. Click on online resources
3. Click on E-RES.
4. If you are off-campus, at this point you will be prompted for your Off_Campus Access Service login and password.
5. Click on Search E-RES" or on "Course Index," and search by instructor's name "Search E-RES" or on "Course Index," and search by instructor's name, department,_course name, course number, document title, or document author.
6. Click on the link to your course
7. Enter the password given to you by your instructor. Read the copyright guidelines that appear on the screen, and click on "Accept" to proceed.
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.

9. When the article text or book record appears on the screen, you can print, email, or save it to a disk.
10. If you have any problems, please contact-eres@yu.edu.

XI. **Further Study/Resources**

- A.R. (1990). Crisis intervention handbook.
- Schiraldi, G. (2000). The post-traumatic stress disorder sourcebook.
- Scott, K. L. & Crooks, C. V. (2007). Preliminary evaluation of an intervention program for maltreating fathers. *Brief Treatment and Crisis Intervention*, 7, 224 - 239
- Wilson, J. et. al. (Eds). (2001). Treating psychological trauma and PTSD

XII. **Websites/Online Training:**

- Childhood Traumatic Grief (CTG) – Online Training
<http://ctg.musc.edu>
- Cognitive Processing Therapy (CPT) – Online Training
<https://cpt.musc.edu/index>
- National Childhood Traumatic Stress Network (NCTSN) - Website
http://www.nctsnet.org/nccts/nav.do?pid=hom_main
- Psychological First Aid – Online Training
<http://learn.nctsn.org/course/category.php?id=11>
- Substance Abuse and Mental Health Services Administration (SAMHSA) – Website
<http://www.samhsa.gov>
- Trauma-Focused Cognitive Behavior Therapy (TF-CBT) – Online Training
<http://tfcbt.musc.edu>
- Trauma Psychology under the APA
<http://www.apatraumadivision.org/>
- American Red Cross
<http://www.redcross.org/> <http://www.nyredcross.org/>
- NY Department of Health & Mental Hygiene – Crisis Intervention

<http://www.nyc.gov/html/doh/html/cis/cis.shtml>

NY Department of Health & Mental Hygiene – Medical Reserve Corp

<http://home2.nyc.gov/html/doh/html/em/mrc.shtml>

NAMI Crisis Intervention Team

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